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ABSTRACT

The Adolescent-Significant Others' Relationship Questionnaire was administered to 4,822 Malaysian students who ranged in age from 13 to 19 years. Subjects were Form I, III, and V students selected from six states in peninsular Malaysia by cluster sampling. The sample consisted of approximately equal numbers of males and females; urban and rural; and high, average, and low ability students. The sample, which included Malays, Chinese, Indians, and others, reflected the racial composition of the population. Data suggested that Malaysian adolescents tend to view their mothers as loving, caring, and understanding. Fathers are seen as being more knowledgeable in matters of the world. When students were asked to rank the persons they admire and respect most, mothers received the highest rank, fathers the second, and peers the third. These and related findings countered the belief that peers influence adolescents more than parents do. However, findings indicated that as adolescents grow older, they increasingly rely on peers for help in school work, emotional problems, girl-boy problems, sex-related problems, and problems regarding leisure and recreation. Findings reinforced the belief that students' attitudes toward teachers have changed drastically in the last few decades; only 2.6 percent of subjects nominated the teacher as their most admired and respected person. Thirty-three data tables are appended. (RH)

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ADOLESCENTS AND SIGNIFICANT OTHERS: RELATIONSHIPS AND INFLUENCES

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Adolescents and Significant Others: Relationships and Influence

INTRODUCTION

The escalating increase in drug addiction, disciplinary problems in school and outrageous teenager's behaviour (such as sporting punk hairstyle) among adolescents in Malaysia have been attributed to the influence of peers and the decline in parental control. The influence of the peer culture, in turn, has been attributed to the mass media which are bombarding the Malaysian society with Western culture and values.

Research on the relationship between Malaysian adolescents and their families (Chiam, 1984a and 1984b; Chiam and Fatimah 1982) show that their relationship is close. Less than 15% and 10% of the urban and rural adolescents respectively have clashes in opinions between them and their parents. It may be argued that the lack of conflict between them is due to traditional practices which coerce them to give in to their parents. However, the data show that equally few of them consider their parents to be old-fashioned in their ideas. The data do not imply that their relationship is absolutely harmonious. The adolescents complain that they are often being criticised by their parents, they are not allowed to do whatever they like and are not given enough of freedom. Such feelings are understandable in view of the fact that Malaysian parents tend to criticise rather than praise their children for they believe that praises spoil them while criticisms will motivate them to improve and achieve. Although the number of adolescents that encounter these problems is not high it is quite substantial (20-30%) to warrant further investigation into the parent-adolescent relationships. Furthermore, drug addiction, disciplinary problems and rejection of the traditional values are gaining ground rapidly. We should, therefore, try to understand the extent of the peers, parental and nonparental authority's influence on adolescents

if we are to assist in arresting these problems. In other words, we need knowledge of the relative influence of significant others on adolescents.

The extent of peers and parents' influence on adolescents is still highly controversial in the West. Bronfenbrenner (1970), Coleman (1961), Coleman (1974) and Rigby & Rump (1981) report of the negative attitudes of adolescents towards parents and adults. On the other hand, researchers such as Douvan & Adelson (1966), Kandel & Lesser (1972) and Rogers (1981) have indicated the influence parents have on adolescents, especially on their values. Furthermore, according to Faswick (1984), far from competing with adults, adolescents' peers tend to reinforce adult influence.

Researchers have also pointed out that the extent of parents' influence varies with age, gender and context. Douvan & Adelson (1966) report that the nature of the conflict between parents and adolescents is narcissistic during early adolescence, interpersonal during middle adolescence and on broad social issues during late adolescence. Coleman's study (1974) shows that, generally, adolescents' evaluations of their parents becomes less favourable with age. The finding of Rigby & Rump (1981) contradicts that of Coleman. Although they found negative attitudes towards parental and nonparental figures among the 13- to 15-year-olds the attitudes of the 16- to 17-year-olds are fairly pro-authority. Arora, Verma & Agrawal (1985) report that Indian adolescents are, generally, more conforming to parents than peers' views. However, early adolescents tend to demonstrate greater adherence to parents' views than late adolescents who tend to be more peer-oriented. Boys also tend to show greater conformity to parental views than girls.

Few doubt the influence of the peers. In his book, the Fractured Society, Leontine Young (1973) even suggests that the society is becoming peer oriented. He believes that the peer group moves into the vacuum created by the lack of parental influence.

The findings of these studies indicate that both parents and peers are significant to adolescents. The contradictions may merely reflect the differences in the influence of these two groups on the various aspects of the adolescent's behaviour. In other words, peers and parents serve as reference groups in different capacities. For instance, peers may exert a greater influence in adolescents' choice of clothes but parents' influence is stronger on their choice of a career. An examination of the significant others' influence on specific aspects of adolescents' behaviour will not only help to explain the contradictions in the findings of the relative extent of peers and parents' influence on adolescents but will also provide us with a better understanding of adolescents' relationship with their parents.

THE SAMPLE

The Adolescent-Significant Others' Relationship Questionnaire was given to 4822 students (Table 1) whose ages range from 13 years 2 months to 19 years 5 months (Table 2). The subjects consist of Form I, III and V students.[1] These adolescents are chosen because Form I is the first year of the secondary school, Form III is the last year of the lower secondary school while Form V is the last year of the secondary school. The mean age of the Form I, III and V students in this sample is 13 years 2 months, 15 years 2 months and 17 years 2 months respectively (Table 2).

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[1] In Malaysia, the educational system consists of 6 years of primary school (Standard I to VI) and 5 years of secondary school (Forms I to V). Children go to school at the age of six or seven years. At the end of Form III students sit for the national examination and admittance to the upper secondary school depends on the results of this examinations. Another national examination (equivalent to the O-level of the British educational system) is held at the end of Form V.

These subjects are selected from six states in Peninsular Malaysia by cluster sampling. Three of these states are on the West coast and the other three are on the East coast. The subjects are selected in such a way that there are approximately equal number of males and females, urban and rural adolescents and high, average and low ability students. The sample has also to reflect the racial composition of the population, that is, there should be 54% Malays, 35% Chinese, 10.5% Indians and 5% others. Tables 1, 3 and 4 show that the percentages are within the expected range.

FAMILY BACKGROUND

The majority of the subjects' parents received primary education and fathers received more education than mothers (Table 5). There is very little difference in the parents' education across the three age groups (Form I, III and V). The distribution of the educational level of the subjects' parents falls within the normal distribution of Malaysian parents' educational level.

The majority of the fathers are employed in occupation which requires little or no education. The percentages of the fathers of Form I, II and V subjects engaging in this type of occupation are 62.5%, 62.7% and 62.9% respectively. Only 6.5%, of the fathers are professionals. The majority of the mothers are housewives (94.1%, 77.3% and 75.4% are percentages of mothers of Form I, III and V subjects respectively who are housewives. Only 1.5% of them are professionals.

The mean size of the family of Form I, III and V subjects is 5.3, 5.3 and 5.5 respectively.

THE MOST RESPECTED AND ADMIRED PERSON

Although there are several significant Others in the adolescent's life the one who has the most influence will be the one he or she admires and respects most. This person is most likely to be used as

her model. Therefore, knowing whom the adolescent admires most will enable us to understand adolescents better.

The data in Table 5 shows that for nearly 50% of the adolescents in this sample the person they admire and respect most is their mother. Although father comes second on the list the percentage who choose their father is only around 20% which is less than half the number of those who choose the mother. Peer is next but only 5% indicate this as their choice.

There is little difference in the percentage of those who choose their mothers or fathers across the three age groups. However, more of the younger adolescents choose sports personnel or film stars as the person they most admire and respect. In contrast, more of the older adolescents choose national leaders. Although the percentages are small, the trends are quite obvious. These findings indicate that the younger adolescents are more likely to be attracted by glamour and prefer excitement whereas more of the older adolescents are disposed towards politics. Such findings are expected as the older adolescents, being more matured, will be more concerned with social and political issues.

When the data are analyzed according to gender, more girls than boys are found to choose mother as the person they admire and respect most. On the other hand, more boys than girls choose father, except for the Form V adolescents. Similar findings are reported by Woelfee (1972). In his study of 68 female and 22 male high school students, the father is the most important adult to the males while the females choose their mothers. Unlike this study, father and not mother is the most frequently mentioned adult. Curtis (1974) sampled 8,966 students to ascertain adolescents' valuation of mothers, fathers and friends. He finds that twelfth-grade females tend to prefer mothers while males opt for fathers. Analysis of the data according to gender also indicates that more boys than girls choose sports personnel.

INFLUENCE OF SIGNIFICANT OTHERS

One way to establish who has the most influence on adolescents' behaviour is to ascertain who influences adolescents' choice or decision-making. A number of choices is studied but only a few of them is presented in this paper.

a) Selection of School Subjects

As regards the choice of subjects, father and teachers are cited by the highest percentage of adolescents. They are followed by mother, sibling and peer (in the order of frequency). For the three adult significant Others (father, teacher and mother) the younger the group of adolescents the higher is the percentage of those being influenced by the adults. The reverse trend is true with the younger significant others, that is, the percentage of friends and siblings influencing the adolescents is higher for older than younger adolescents. The data also demonstrate that the older the adolescents the less likely is their choice being influenced by others (Table 7).

b) Selection of Clothes

In selecting clothes, we expect adolescents' choice to be influenced by peers contrary to expectations, mother's influence is acknowledged by 52.1% of the Form I students. But the number of mothers influencing the older adolescents' choice diminishes rapidly. The percentages of mother influencing Form III and Form V drops to 35.5% and 20.1% respectively. Father's influence is much lower than that of mother's but it is till higher than that of peers and teachers. In fact, teacher's influence is almost nonexistent. Peers' influence is just 2% but it increases with the older adolescents. Similar to the choice of school subjects, the influence of the significant adults (mother, father and teacher) declines with the older adolescents whereas with the younger significant others (peer and sibling) the reverse is observed. The trend that older adolescents tend to make their own decisions is also observed in the choice of clothes.

When the data are analysed according to sex, many interesting findings are revealed (Table 12). Among the Form I students, there is little difference in the mother's influence on the choice of clothes between males and females. However, wide differences are perceived in the Form III and Form V groups. In these two groups of older adolescents, mothers' influence on females' choice of clothes is still high but the percentage of males adolescents whose choice of clothes is influenced by mothers drop to half. Another interesting observation is the influence of fathers. Even in the Form I group, the difference in the fathers' influence on the male and female choice of clothes is wide. About 14.8% of the Form I boys' choice of clothes is influenced by father whereas only 4.5% of them influence their daughter's choice. More boys are influenced by peers while more siblings influence girls.

c) Selection of Television Programmes

In the selection of television programmes, the majority of adolescents choose on their own. Among the significant others, father tops the list but the percentage of those who are influenced is only 14.1% for the Form I adolescents. The percentage decreases with the older adolescents. Mother and peer follow, with fewer mother than peers among Form V students.

When the data are analysed according to gender, more girls are influenced by mothers while more boys are influenced by fathers (Table 14). Also more boys are influenced by peers. Unexpectedly, more girls than boys make up their own mind about their choice of television programmes.

d) Behaviour

The data shows that mothers have the most influence on adolescents' behaviour and fathers is next on the list. Fathers' influence becomes progressively less with older adolescents but the trend is not obvious for mothers' influence. The influence of peer comes third but

the percentage is just 5% and less. Teachers' influence is low. It is only 3.6% and becomes increasingly lower for older adolescents.

Comparing the influence of mothers on male and female adolescents, a greater number of the girls' behaviour are being inlfuenced by mothers. But the reverse is true for fathers' influence, that is more boys than girls' behaviour is being influenced by fathers.

RELATIONSHIPS WITH SIGNIFICANT OTHERS

Although significant others influence adolescents' choice and decisions, they may not be the one adolescents opt to go for help. Whether adolescents can approach significant others for help depend very much on the closeness of their relationships. A deeper insight into the strength of their relationships can be obtained by examining the type of problems adolescents approach significant others for help.

It is imperative that we have this information of Malaysian adolescents. Our earlier studies (Chiam, 1978, 1984a, 1984b; Chiam and Fatimah Haron, 1982) show that although the parent-adolescent relationship is close many of the adolescents feel that their parents do not understand them and there is no one they can approach for help with their problems. It is not unusual for Malaysian children to feel the family cohesiveness and yet are unable to communicate with their parents. This apparent paradox arises in Malaysian families because traditional Malaysian parents are not demonstrative. Therefore, knowledge of the types of problems adolescents' can approach significant others for help will give a deeper understanding of adolescents and their relationships with significant others.

a) Selection of School Subjects

Fathers and teachers are those that Form I adolescents are most likely to approach for help when they have problems in choosing school subjects. With older adolescents, fewer of them choose father while

more of them choose teachers. Mother and sibling follow next. However, the number who will go to mother for advice decreases with older adolescents but, for siblings the reverse is true (that is, more of the older adolescents will go to siblings for help). Only 8% of the Form I adolescents seek help from peers but the percentage increases to 26.1% among the Form V adolescents, implying that older adolescents prefer to consult their friends than their parents.

Analysis of the data according to gender, reveal that fewer female than males adolescents consult their fathers on the choice of subjects. However, the difference between the males and females consulting mothers is much smaller. More female than male adolescents seek advice from siblings.

There seems to be much congruence between those influencing adolescents' choice of school subjects and those adolescents will approach for help. The only important aspect that these two sets of data differ is that the influence of teachers decreases with the older adolescents but the number of adolescents who will seek help from teachers increases with older adolescents. It is highly probable that older adolescents perceive teachers to be the best source of information about the relevance of school subjects to the various careers but feel that the final decision rests on them.

b) Selection of Vocation

Most of the adolescents choose to go to fathers for advice on matters relating to the choice of a vocation. Mothers are the next most frequently mentioned significant others but the percentage is low compared to that opting for fathers. Although teachers are a popular choice for advice on choice of school subjects, very few of them will seek their advice on the choice of a career. Generally, for younger adolescents, siblings are preferred to peers.

Analysis of the data according to gender, shows that female adolescents' preference for fathers' advice decreases with older adolescents.

c) School Work

With regard to school work, teachers and peers tend to be the most popular choices. They, however, differ in one aspect. Younger adolescents opt for teachers while the older ones show a preference for peers. Siblings come next, indicating that adolescents prefer siblings to parents for advice on matters pertaining to school work.

Female adolescents tend to seek advice from peers while male adolescents show a preference for teachers.

d) Selection of Clothes

Contrary to expectations, adolescents prefer mothers' help with the selection of clothes to that of peers (Table 17). This is very obvious among young adolescents. Only 5.5% of the Form I students will approach peers for advice while 69.7% choose their mothers. This picture changes with older adolescents. Among the Form V students, a slightly higher percentage prefer peers to mothers. Comparing siblings and fathers, more adolescents go to siblings for advice. The number of adolescents going to fathers for help with selection of clothes decreases with age. The reverse is true of siblings, that a higher percentage of the older adolescents choose siblings.

When the data are analysed to ascertain sex differences, same sex preference is found. More girls go to mothers, particularly those in Form I. Less than 2% of them seek fathers' help in selecting their clothes. Some boys, especially the younger ones, will go to fathers. Hardly any girls opt for fathers' advice. Generally, older adolescents prefer peers' advice. More boys consult peers than girls.

e) Emotional Problems and Problems Related to Sex

For both of these problems, adolescents tend to opt for either mothers or peers. There is, however, a difference between those seeking mothers and those seeking peers' help. Younger adolescents tend to prefer mothers while the older ones are inclined to choose peers.

Siblings come next on the list and is followed by father. For both of these groups, more of the younger adolescents select them for help.

When sex differences are examined, more girls than boys go to mothers for help with emotional problems. However, the number of boys seeking mother's help is fairly high, especially for the Form I boys. For both sexes, the number seeking mothers' help decreases with age. The number of boys turning to fathers for help is higher than the number of girls. There is, however, little difference in the number of adolescent boys and girls who consult peers.

f) Boy/girlfriend Problem and Problem Related to Leisure and Recreation

For these two problems, adolescents are clearly in favour of going to peers for help. However, the younger adolescents tend to prefer mothers' help with girl/boyfriend problem. Generally, the older the adolescents the greater is the inclination for seeking peers' advice.

g) Sympathy

Table 24 shows clearly that adolescents go to mothers to obtain sympathy. Although peers come next, the percentage is far below that of adolescents seeking sympathy from mothers except for the Form V adolescents. Very few will go to teachers when they need sympathy.

Conclusion

The majority of the mothers in this tudy are housewives (76.6%) and have received little or no education (68.4%). Only 1.5% are professional. Yet, they appear to feature very prominently in the lives of the adolescents, especially the younger ones. For most of the adolescents, mother is the person they admire and respect most. They are the ones whom their adolescent children will go to for help if they have emotional problems, problems related to sex and girl/boyfriend problems. They are also the ones whom adolescents will turn to for sympathy. Most of the adolescents acknowledge that their mothers have the most influence on their behaviour.

The closeness of mother-adolescent relationship is seen in the choice of clothes. Not only do mothers have the most influence on the adolescents' choice of clothes but also they are the ones whom adolescents will consult if they need help to select them.

Mothers have little influence in areas pertaining to school work. Few of them have much influence on the adolescents' choice of subjects and few of the adolescents will go to their mothers for advice on academic matters. This is understandable in view of the educational background of most of the mothers.

Many of the adolescents will, however, approach their fathers for help if they have problems with the choice of school subjects and career. Fathers are also seen to have the most influence on the selection of school subjects.

The data of this study suggests that adolescents tend to view their mothers as loving, caring and understanding while fathers are seen as one being more acknowledgeable in matters of the world. In other words, the mother's role is one of providing the emotional support while the father's role is of an economic nature.

Although most adolescent boys and girls go to mothers for problems of an emotional nature and to fathers for problems related to school work and economy, there is a tendency for girls to talk to their mothers and boys to talk to their fathers about their problems. The data also indicate a tendency for the younger adolescents to turn to their parents for help and for the older ones to peers.

When ranked according to the percentage of adolescents who consider them to be the person they admire and respect most, mother tops the list and is followed by father and peer. Although peer is ranked third only 4.9% of the adolescents admire and respect him most. Therefore, contrary to the commonly held belief, peers are not as important as parents. Neither is their influence as pervasive as that of the parents. Less than 10% of the peers have influence on choice of school subjects, clothes and television programmes.

When the question is to whom will adolescents turn for help the pictures changes. A greater number of adolescents prefer to seek their peers' help in matters relating to school work, emotional problems, girl/boyfriend problems, sex-related problems and problems related to leisure and recreation. Generally, the older the adolescents the greater is the perference for peers' help.

Traditionally, the teacher is among the most respected member of the Asian society. Attitudes towards teachers have changed drastically in the last few decades. The changed attitudes are reflected in the findings. To only 2.6% of the adolescents is the teacher the most admired and respected person. Only on matters related to school work is their influence felt.

Although a number of the adolescents will approach their teachers for help with selection of school subjects and school work, very few of them will go to them if they had emotional problems and need sympathy. Such findings are not surprising as the adolescent-teacher relationship tends to be impersonal and confined to academic matters.

Siblings have very little influence on adolescents' choice of subjects, selection of television programmes and clothes. However, they tend to be helpful to quite a number of adolescents when they have problems with the selection of school subjects, school-work, emotional problems and girl/boyfriend problems as well as when sympathy is needed.

Relatives play a more minor role in adolescents' lives than siblings. Grandparents who traditionally are the mainstay of family life no longer enjoy such status. It is not surprising that relatives have little or no influence on the adolescents as 18.85% of them come from nuclear families.

It can be concluded that the mother is the most important significant others although her role is perceived to be one of caring and loving. Peers' influence on adolescents is not strong although many will go to their peers for help particularly on matters related to girl/boyfriend problem and leisure and recreation. However, there is a tendency for parents' influence to diminish progressively and peers' influence to increase progressively with age.

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Table 1

Distribution of the Sample According to Gender and Grade Level

Sex	F1 N=1592	F3 N=1631	F5 N=1599	Total N=4822
Male	48.1	47.8	45.0	47.0
Female	51.9	52.2	55.0	53.0

Table 2

Mean Age of the Subjects

Mean Age	F1 N=1592	F3 N=1631	F5 N=1599
Male	13yrs 2mths	15yrs 2mths	17yrs 4mths
Female	13yrs 2mths	15yrs 2mths	17yrs 4mths
Total	13yrs 2mths	15yrs 2mths	17yrs 4mths
Range	11yrs 0mths to 15yrs 4mths	12yrs 8mths to 17yrs 3mths	14yrs 3mths to 19yrs 5mths

Table 3

Distribution of the Subjects According to Ability

Ability	Form I N=1592	Form III N=1631	Form V N=1599	Total N=4822
High	34.6	35.4	28.9	33.97
Average	35.6	35.3	37.6	36.17
Low	29.8	29.3	33.5	30.87

Table 4

Distribution of the Sample According to Race

Race	Form I	Form III	Form V	Total
Malay	54.3	55.8	44.6	51.57
Chinese	33.4	30.9	39.8	34.70
Indian	11.2	12.6	14.8	12.87
Others	1.1	0.7	0.8	0.87
Total	1592	1631	1599	4822

Table 5

Educational Level of Subjects' Parents

Level of Education	Form I N=1592		Form III N=1631		Form V N=1599		Total N=4822	
	Father	Mother	Father	Mother	Father	Mother	Father	Mother
University	8.2	2.9	8.9	2.4	6.8	2.1	8.0	2.5
College	7.4	6.7	7.5	6.8	7.9	6.1	7.6	6.5
Form V	16.1	10.1	14.8	10.2	13.9	8.9	14.9	9.7
Form III	11.0	10.4	9.9	7.8	9.1	6.5	10.0	8.2
Primary	44.6	46.7	47.7	49.6	50.1	50.6	47.5	49.0
Religious	4.5	4.9	3.8	5.0	3.7	3.7	4.0	4.5
No education	8.1	18.0	7.3	18.2	8.5	22.1	8.0	19.4

Table 6

The Most Admired and Respected Person

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Mother	48.5	48.4	44.8	47.2
Father	22.6	20.2	20.3	21.0
Older sister	2.4	2.3	3.6	2.8
Older brother	1.8	4.0	6.1	4.0
Younger sibling	0.9	0.4	1.3	0.9
Grandparents	2.6	2.7	2.3	2.5
Relatives	1.0	2.1	2.4	1.8
Friend	5.2	5.2	4.4	4.9
Teacher	3.5	1.5	2.8	2.6
National leaders	1.8	1.8	2.3	2.0
Sports personnel	3.1	2.7	1.1	2.3
Filmstar/singer	3.0	3.7	1.8	2.8
Others	3.6	4.3	6.8	4.7

Table 7

Person Having Most Influence on Choice of School Subjects

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Mother	16.4	16.1	6.5	13.0
Father	25.3	19.9	10.2	18.6
Friend	0.9	2.9	5.4	3.1
Teacher	24.4	12.3	15.4	17.4
Popular choice	1.9	2.4	2.8	2.4
Sibling	2.6	5.5	5.6	4.6
Relative	0.3	0.6	0.6	0.5
No one/self	27.5	40.0	53.3	40.3
Not sure	0.8	0.4	0.2	4.7

Table 8

Person Having Most Influence on Choice of Clothes

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Mother	52.1	35.5	20.1	35.9
Father	9.4	4.8	1.6	5.3
Friend	2.0	4.5	8.0	4.8
Teacher	0.3	0.2	0.2	0.2
Popular choice	2.2	4.0	6.4	4.2
Sibling	2.1	2.3	3.3	2.6
Relative	0.2	0.3	0.2	0.3
No one/self	30.7	47.8	59.9	46.1
Not sure	1.1	0.6	0.3	0.7

Table 9

Person Having Most Influence on Choice of Television Programmes

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Mother	6.0	4.5	2.1	4.2
Father	14.5	8.7	4.3	9.2
Friend	6.0	5.2	4.3	5.2
Teacher	.8	.7	.4	.6
Popular choice	9.5	5.9	8.0	7.8
Sibling	1.7	1.5	1.1	1.4
Relative	.1	0.0	0.0	.0
No one/self	59.1	73.1	79.7	70.6
Not sure	2.3	0.5	0.2	1.0

Table 10

Person Having Most Influence on Behaviour

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Mother	39.3	42.2	35.6	39.0
Father	23.1	19.9	16.1	19.7
Friend	5.0	4.0	4.9	4.6
Teacher	3.6	2.6	1.6	2.6
Popular choice	3.0	1.8	1.6	2.1
Sibling	0.8	1.2	1.4	1.1
Relative	0.4	0.7	0.6	0.6
No one/self	23.8	27.3	38.0	29.7
Not sure	0.8	0.1	0.3	0.4

Table 11

The Most Admired and Respected Person by Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Mother	44.2	52.3	44.0	52.5	40.4	48.3	43.0	51.0
Father	25.4	20.1	24.3	16.4	19.2	21.3	23.0	19.3
Older sister	1.6	3.3	1.5	2.9	3.3	3.9	2.1	3.4
Older brother	1.4	2.2	4.0	4.1	6.9	5.4	4.1	3.9
Younger sibling	0.5	1.3	0.5	0.4	2.1	0.7	1.0	0.8
Grandparent	1.7	3.5	2.4	2.9	2.2	2.3	2.1	2.9
Relatives	0.5	1.5	1.2	2.9	3.1	1.9	1.5	2.1
Friend	5.8	4.7	4.6	5.8	5.0	4.0	5.1	4.8
Teacher	2.7	4.2	1.3	1.6	3.3	2.4	2.4	2.7
National leader	2.2	1.5	1.8	1.9	2.2	2.4	2.1	1.9
Sports personnel	5.8	0.6	4.7	0.8	1.9	0.5	4.2	0.6
Film star/ singer	3.4	2.7	3.9	3.6	1.8	1.7	3.0	2.7
Others	4.8	2.1	5.8	4.2	8.6	5.2	6.4	3.9

Table 12

Person Having Most Influence on Choice of School Subjects By Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Mother	18.5	14.5	18.2	14.1	7.4	5.8	14.8	11.4
Father	26.2	24.5	22.1	18.0	10.7	9.8	19.8	17.3
Friend	0.9	0.8	2.3	3.4	5.3	5.5	2.8	3.3
Teacher	24.5	24.2	14.8	10.0	16.1	14.7	18.5	16.2
Popular choice	1.3	2.4	1.4	3.3	1.4	3.9	1.4	3.2
Sibling	1.7	3.4	4.4	6.5	3.6	7.3	3.2	5.8
Relative	0.4	0.2	0.0	1.1	0.7	0.5	0.4	0.6
No one/self	26.6	28.5	36.7	43.7	54.9	52.2	38.8	41.7
Not sure	0.0	1.5	0.8	0.1	0.7	0.3	0.3	0.6

Table 13

Person Having Most Influence on Choice of Clothes by Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Mother	44.6	59.0	25.9	44.2	11.0	27.7	27.5	43.3
Father	14.8	4.5	8.2	1.6	2.8	0.7	8.7	2.2
Friend	3.3	0.8	6.3	2.9	9.4	6.8	6.3	3.6
Teacher	0.5	0.0	0.5	0.0	0.0	0.3	0.4	0.1
Popular choice	2.1	2.3	4.2	3.8	6.1	6.6	4.1	4.3
Sibling	1.8	2.3	1.3	3.2	2.1	4.2	1.7	3.2
Relative	0.0	0.1	0.0	0.4	0.0	0.3	0.0	0.3
No one	32.5	29.1	52.5	43.5	68.2	53.0	50.7	42.1
Not sure	0.4	1.8	1.0	0.1	0.4	0.2	0.6	0.7

Table 14

Person Having Most Influence on Choice of Television Programmes According to Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Mother	5.1	6.8	4.7	4.3	1.9	2.3	4.0	4.4
Father	17.1	12.1	9.1	8.3	5.4	3.3	10.6	7.8
Friend	6.4	5.4	5.1	5.2	5.1	3.5	5.6	4.7
Teacher	0.7	1.0	0.9	0.5	0.7	0.1	0.8	0.5
Popular choice	10.2	9.0	6.3	5.5	8.8	7.3	8.4	7.2
Sibling	0.8	2.5	1.3	1.6	1.0	1.1	1.0	1.8
Relative	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
No one/self	58.8	59.4	72.0	74.1	76.8	82.2	69.1	72.1
Not sure	0.9	3.6	0.5	0.5	0.3	0.1	0.6	1.4

Table 15

Person Having Most Influence on Behaviour by Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male M=720	Female N=877	Male N=2263	Female N=2555
Mother	30.2	47.7	33.0	50.7	25.6	43.9	29.7	47.4
Father	29.5	17.3	27.2	13.3	21.7	11.5	26.2	14.0
Friend	6.4	3.8	4.1	3.9	6.9	3.3	5.8	3.6
Teacher	4.8	2.5	4.0	1.4	2.2	1.0	3.7	1.6
Popular choice	3.5	2.5	1.9	1.8	1.7	1.5	2.4	1.9
Sibling	0.9	0.7	1.5	0.9	1.7	1.1	1.4	0.9
Relative	0.2	0.6	0.1	1.3	0.6	0.5	0.3	0.8
No one	23.6	24.0	28.0	26.6	39.6	36.7	30.2	29.2
Not sure	0.8	0.8	0.1	0.1	0.1	0.3	0.4	0.4

Table 16

Person Adolescents Go To For Selection Of School Subjects

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	26.7	19.7	11.6	19.3
Mother	19.8	14.3	7.3	13.8
Sibling	15.6	20.8	17.3	17.9
Relative	2.0	3.2	3.0	2.7
Teacher	26.2	24.1	33.1	27.8
Friend	8.0	16.2	26.1	16.8
Others	1.7	1.5	1.5	1.6

Table 17

Person Adolescents Go To For Help For Selection of Clothes

Person	F1 N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	9.6	6.4	2.8	6.3
Mother	69.4	52.2	34.3	52.0
Sibling	12.1	18.3	20.0	16.8
Relative	1.5	2.1	2.9	2.2
Teacher	0.1	0.2	0.1	0.1
Friend	5.5	18.9	37.1	20.5
Others	1.8	1.9	2.8	2.2

Table 18

Person Adolescents Go To For Help For Selection of Vocation

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	52.4	41.8	30.3	41.5
Mother	17.9	23.4	18.6	20.0
Sibling	9.7	13.1	17.5	13.4
Relative	5.4	6.0	7.1	6.2
Teacher	5.2	3.2	6.6	5.0
Friend	7.1	10.9	16.4	11.5
Others	2.3	1.6	3.1	2.3

Table 19

Person Adolescents Go To For Help With Emotional Problems

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	7.7	5.2	3.0	5.3
Mother	39.8	36.4	27.2	34.5
Sibling	14.9	12.8	10.6	12.8
Relative	4.3	3.5	2.4	3.4
Teacher	4.0	2.8	2.3	3.0
Friend	27.3	38.3	52.8	39.5
Others	2.0	1.2	1.7	1.6

Table 20

Person Adolescents Go To For Help With Girl/Boyfriend Problem

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	10.5	4.6	1.2	5.4
Mother	25.9	20.8	14.3	20.3
Sibling	9.7	11.2	9.9	10.3
Relative	4.2	3.8	2.7	3.6
Teacher	0.9	1.6	0.6	1.0
Friend	46.5	56.5	69.4	57.5
Others	1.9	1.5	2.1	1.8

Table 21

Person Adolescents Go To For Help With Problems Related To Sex

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	12.5	6.4	1.7	6.9
Mother	40.8	30.7	19.7	30.4
Sibling	6.3	7.8	5.8	6.6
Relative	5.8	3.4	3.7	4.3
Teacher	6.0	6.3	7.1	6.5
Friend	26.7	43.5	59.0	43.1
Others	1.9	1.8	3.1	2.3

Table 22

Person Adolescents Go To For Help With School Work

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	15.4	9.4	3.1	9.3
Mother	11.3	7.3	2.6	7.1
Sibling	18.4	15.5	9.4	14.4
Relative	2.2	1.9	1.2	1.7
Teacher	32.2	30.5	29.5	30.7
Friend	19.7	35.1	53.6	36.1
Others	0.8	0.4	0.7	0.6

Table 23

Person Adolescents Go To For Help With Problem Related To Leisure and Recreation

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	14.9	7.4	3.1	8.5
Mother	18.7	11.2	5.9	11.9
Sibling	19.3	19.4	14.6	17.8
Relative	3.6	3.3	2.5	3.1
Teacher	4.2	5.0	2.1	3.8
Friend	35.2	51.4	69.3	52.0
Others	0.3	2.3	2.4	1.7

Table 24

Person To Whom Adolescents Go To For Sympathy

Person	FI N=1592	FIII N=1631	FV N=1599	Total N=4822
Father	12.2	11.3	6.1	9.9
Mother	51.4	48.9	43.0	47.8
Sibling	10.1	11.0	12.3	11.1
Relative	2.4	5.7	6.0	4.7
Teacher	2.1	2.1	2.2	2.1
Friend	18.2	19.9	29.6	22.6
Others	0.1	1.1	0.7	0.6

Table 25

Person Adolescents Go To For Help For Selection Of School Subjects According to Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=799	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	28.3	25.3	20.9	18.7	10.8	12.3	20.2	18.6
Mother	19.9	19.9	15.1	13.6	7.6	7.0	14.4	13.3
Sibling	13.4	17.7	17.3	24.1	15.0	19.3	15.2	20.4
Relative	2.0	1.9	2.7	3.6	2.5	3.4	2.4	3.1
Teacher	27.0	25.4	27.0	21.5	35.6	30.9	29.7	26.0
Friend	8.2	7.4	15.7	16.8	26.1	26.1	16.5	17.1
Others	1.2	1.9	1.3	1.7	2.4	0.8	1.6	1.5

Table 26

Person Adolescents Go To For Help For Selection Of Clothes According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=799	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	16.9	0.1	11.7	1.5	4.9	1.1	11.3	1.8
Mother	61.3	77.1	41.8	61.7	23.2	43.6	42.5	60.5
Sibling	11.3	12.8	17.5	19.0	16.3	23.0	15.0	18.4
Relative	1.8	1.2	1.8	2.3	1.7	3.7	1.8	2.4
Teacher	0.1	0.1	0.5	0.0	0.0	0.1	0.2	0.1
Friend	7.2	3.9	25.9	12.6	49.0	27.5	27.0	14.9
Others	1.4	2.2	0.7	2.8	5.0	1.0	2.3	2.0

Table 27

Person Adolescents Go To For Help For Selection of Vocation
According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	53.7	51.5	45.8	38.0	32.2	28.7	44.1	39.2
Mother	17.4	18.4	20.3	26.2	15.8	20.8	17.9	21.8
Sibling	7.3	12.0	11.6	14.6	14.7	19.8	11.1	15.5
Relative	6.1	4.7	5.7	6.2	6.8	8.0	6.2	6.4
Teacher	6.0	4.4	3.7	2.4	6.5	6.7	5.4	4.7
Friend	7.2	6.9	11.9	9.9	18.5	14.7	12.4	10.6
Others	2.3	2.2	0.8	2.3	5.5	1.2	2.7	1.9

Table 28

Person Adolescents Go To For Help With Emotional Problems
According To Grade Level And Gender

	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	11.0	4.7	7.8	2.7	5.6	0.9	8.2	2.7
Mother	36.3	43.0	33.4	39.1	23.1	30.7	31.1	37.5
Sibling	13.4	16.5	12.2	13.4	6.6	12.8	11.1	14.2
Relative	6.0	3.6	5.2	2.1	1.5	2.8	4.4	2.8
Teacher	5.0	3.1	3.7	1.9	3.5	1.4	4.1	2.1
Friend	27.1	27.4	37.0	39.4	55.7	50.6	39.6	39.4
Others	1.3	1.7	0.8	1.4	2.7	0.9	1.6	1.4

Table 29

Person Adolescents Go To For Help With Girl/Boyfriend Problem According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	12.7	8.5	5.9	3.4	1.7	0.8	6.8	4.1
Mother	20.3	31.0	14.9	26.2	5.4	21.6	13.7	26.1
Sibling	7.9	11.4	7.6	14.4	5.7	13.3	7.1	13.1
Relative	5.2	3.1	4.3	3.5	3.7	2.6	4.2	3.1
Teacher	0.9	1.0	2.2	1.1	1.1	0.1	1.4	0.7
Friend	49.7	43.7	63.7	49.9	79.4	61.0	64.0	51.7
Others	3.3	1.3	1.5	1.6	4.0	0.7	2.6	1.1

Table 30

Persons Adolescents Go To For Help With Problems Related To Sex According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	18.2	7.3	10.1	2.9	3.1	0.6	10.6	3.5
Mother	24.2	56.3	13.9	46.0	4.6	32.2	14.4	44.6
Sibling	5.2	7.3	6.4	9.0	3.6	7.5	5.1	7.9
Relative	7.2	4.5	3.9	3.1	2.9	4.4	4.7	4.0
Teacher	7.9	4.1	8.6	4.2	8.1	6.4	8.2	4.9
Friend	34.8	19.2	55.1	33.0	73.9	46.8	54.2	33.3
Others	2.5	1.4	2.1	1.5	3.9	2.3	2.8	1.8

Table 29

Person Adolescents Go To For Help With Girl/Boyfriend Problem According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	12.7	8.5	5.9	3.4	1.7	0.8	6.8	4.1
Mother	20.3	31.0	14.9	26.2	5.4	21.6	13.7	26.1
Sibling	7.9	11.4	7.6	14.4	5.7	13.3	7.1	13.1
Relative	5.2	3.1	4.3	3.5	3.7	2.6	4.2	3.1
Teacher	0.9	1.0	2.2	1.1	1.1	0.1	1.4	0.7
Friend	49.7	43.7	63.7	49.9	79.4	61.0	64.0	51.7
Others	3.3	1.3	1.5	1.6	4.0	0.7	2.6	1.1

Table 30

Persons Adolescents Go To For Help With Problems Related To Sex According To Grade Level And Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	18.2	7.3	10.1	2.9	3.1	0.6	10.6	3.5
Mother	24.2	56.3	13.9	46.0	4.6	32.2	14.4	44.6
Sibling	5.2	7.3	6.4	9.0	3.6	7.5	5.1	7.9
Relative	7.2	4.5	3.9	3.1	2.9	4.4	4.7	4.0
Teacher	7.9	4.1	8.6	4.2	8.1	6.4	8.2	4.9
Friend	34.8	19.2	55.1	33.0	73.9	46.8	54.2	33.3
Others	2.5	1.4	2.1	1.5	3.9	2.3	2.8	1.8

Table 31

Person Sought For Help With School Work According To Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	16.6	14.3	9.2	9.5	3.2	3.0	9.8	8.8
Mother	11.4	11.3	6.9	7.6	1.9	3.1	6.8	7.2
Sibling	17.0	19.6	13.6	17.3	8.8	10.0	13.2	15.5
Relative	2.5	1.9	1.4	2.0	1.1	1.2	1.7	1.7
Teacher	33.4	31.0	33.9	27.3	30.8	28.4	32.7	28.9
Friend	18.1	21.3	34.7	35.6	52.8	54.2	34.8	37.3
Others	1.1	0.5	0.2	0.7	1.4	0.3	0.8	0.5

Table 32

Person Sought For Help With Problem Related To Leisure And Recreation According To Grade Level and Gender

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	16.1	13.9	8.7	6.1	3.2	3.1	9.5	7.6
Mother	15.7	21.5	8.9	13.3	3.2	8.2	9.4	14.2
Sibling	15.7	22.8	13.9	24.5	9.0	19.3	12.9	22.2
Relative	3.6	3.4	4.1	2.6	2.5	2.5	3.5	2.9
Teacher	4.5	4.0	6.9	3.3	2.2	2.1	4.6	3.1
Friend	40.7	30.1	55.8	47.4	76.1	63.6	57.2	47.4
Others	3.7	4.0	1.6	2.9	3.7	1.2	2.9	2.8

Table 33

Person From Whom Sympathy Is Sought

Person	Form I		Form III		Form V		Total	
	Male N=764	Female N=826	Male N=779	Female N=852	Male N=720	Female N=877	Male N=2263	Female N=2555
Father	15.7	9.1	15.1	7.9	8.6	4.1	13.3	7.0
Mother	50.0	52.7	48.3	49.4	41.9	43.9	46.8	48.6
Sibling	8.9	11.3	10.0	11.9	11.4	13.1	10.1	12.1
Relative	6.7	4.7	6.6	4.9	6.1	5.8	6.5	5.1
Teacher	2.4	1.7	2.4	1.9	3.6	1.0	2.8	1.5
Friend	16.0	20.2	16.6	23.0	27.1	31.7	19.7	25.1
Others	0.4	0.4	1.4	1.2	1.2	0.3	0.9	0.6